

Global Struggles

1941–1960

CHAPTER 20

A World in Flames

1931–1941

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America and World War II

1941–1945

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The Cold War Begins

1945–1960

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Postwar America

1945–1960

Why It Matters

The rise of dictatorships in the 1930s led to World War II, the most destructive war in world history. The United States played a major role in the war, fighting both in Europe and Asia. Afterwards, the United States emerged as a global superpower, abandoned isolationism, and began building alliances around the world. Confrontation with the Soviet Union led to the Cold War, as the United States sought to contain the spread of communism.



Despite the fog, American soldiers march in Belgium during the winter of 1944-1945.

A World in Flames

1931–1941

SECTION 1 America and the World

SECTION 2 World War II Begins

SECTION 3 The Holocaust

SECTION 4 America Enters the War

Italian dictator Benito Mussolini, at left, walks in Munich, Germany, with German dictator Adolf Hitler, center, in 1938.

Roosevelt
1933–1945



U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS

1934

- Nye Committee holds hearings on causes of World War I

1935

- First Neutrality Act bars sale of weapons to warring nations

1937

- Neutrality Act limits trade with all warring nations

1931

1931

- Japan invades Manchuria

1933

1933

- Hitler becomes chancellor of Germany

1935

1935

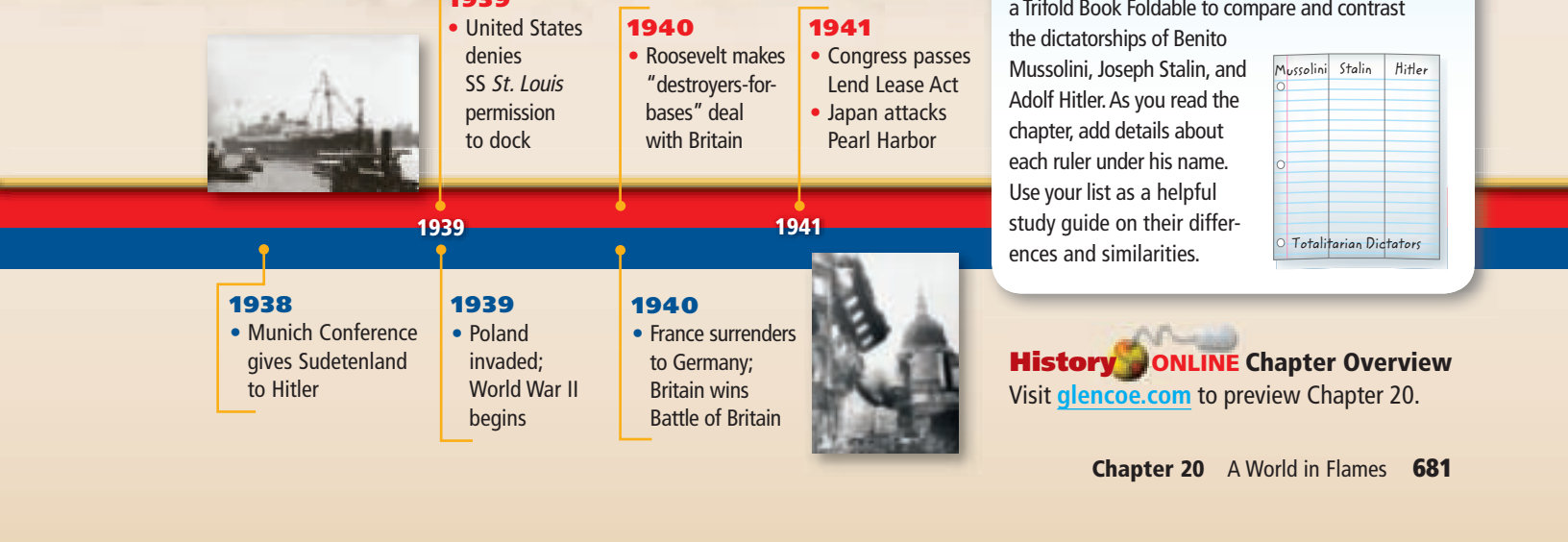
- Hitler denounces Treaty of Versailles
- Italy invades Ethiopia

1937

1937

- Japan invades China





Could World War II Have Been Prevented?

- *What problems do you think World War I created that contributed to the outbreak of World War II?*
- *Do you think different American policies in the 1920s and 1930s could have prevented World War II?*

[illegible]

Mussolini	Stalin	Hitler
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Totalitarian Dictators		

Chapter 20 A World in Flames 681

- Munich Conference gives Sudetenland to Hitler

- Poland invaded; World War II begins

- France surrenders to Germany; Britain wins Battle of Britain

- United States denies SS *St. Louis* permission to dock

- Roosevelt makes "destroyers-for-bases" deal with Britain

- Congress passes Lend Lease Act
- Japan attacks Pearl Harbor

Section 1

America and the World

Guide to Reading

Big Ideas

Government and Society In the years following World War I, aggressive and expansionistic governments took power in both Europe and Asia.

Content Vocabulary

- fascism (p. 682)
- collective (p. 683)
- internationalism (p. 687)

Academic Vocabulary

- exploit (p. 682)
- dominate (p. 685)

People and Events to Identify

- Benito Mussolini (p. 682)
- Vladimir Lenin (p. 683)
- Joseph Stalin (p. 683)
- Adolf Hitler (p. 684)
- Manchuria (p. 685)
- Neutrality Act of 1935 (p. 686)
- Axis Powers (p. 687)

Reading Strategy

Taking Notes As you read about the events in Europe and Asia after World War I, use the major headings of the section to create an outline similar to the one below.

America and the World
I. The Rise of Dictators
A.
B.
C.
D.
II.

In the years following World War I, aggressive and expansionist governments took power in Europe and Asia. Meanwhile, most Americans did not want to get involved in another foreign war.

The Rise of Dictators

MAIN Idea Dictators took control of the governments of Italy, the Soviet Union, Germany, and Japan.

HISTORY AND YOU Can you think of a country today that is ruled by a dictator? Read about the repressive governments that arose during the 1920s and 1930s.

When World War I ended, President Wilson had hoped that the United States could “aid in the establishment of just democracy throughout the world.” Instead, the treaty that ended the war, along with the economic depression that followed, contributed to the rise of antidemocratic governments in both Europe and Asia.

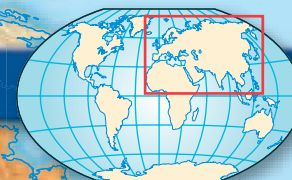
Mussolini and Fascism in Italy

One of Europe’s first dictatorships arose in Italy. In 1919 **Benito Mussolini** founded Italy’s Fascist Party. **Fascism** was an aggressive nationalistic movement that considered the nation more important than the individual. Fascists believed that order in society would come only through a dictator who led a strong government. They also thought nations became great by building an empire.

Fascism was also strongly anticommunist. After the Russian Revolution, many Europeans feared that communists, allied with labor unions, were trying to bring down their governments. Mussolini **exploited** these fears by portraying fascism as a bulwark against communism. Fascism began to stand for the protection of private property and the middle class. Mussolini also promised the working class full employment and social security. He pledged to return Italy to the glories of the Roman Empire.

Backed by the Fascist militia known as the Blackshirts, Mussolini threatened to march on Rome in 1922, claiming he was coming to defend Italy against a communist revolution. Liberal members of the Italian parliament insisted that the king declare martial law. When he refused, the cabinet resigned. Conservative advisers then persuaded the king to appoint Mussolini as the premier.

Once in office, Mussolini worked quickly to set up a dictatorship. Weary of strikes and riots, many Italians welcomed Mussolini’s leadership. With the support of industrialists, landowners, and the Roman



0 1,000 kilometers
0 1,000 miles
Lambert Equal-Area projection

ATLANTIC OCEAN

ARCTIC OCEAN

PACIFIC OCEAN

In 1936 General Francisco Franco launches a military revolt that overthrows Spain's democratic government; Franco then establishes a dictatorship.

In 1933, high unemployment and fears of communism enable Adolf Hitler and the Nazi Party to take power. Hitler imposed a dictatorship, enacted anti-Jewish policies, and began rebuilding the military.

In 1926 Joseph Stalin becomes dictator of the Soviet Union and begins to collectivize agriculture and industrialize the economy. His policies kill millions of rural peasants.

In 1922 fears of communism and economic chaos enable Benito Mussolini to lead the Fascists to power in Italy.

In 1931, the militarist Empire of Japan invades Manchuria; six years later, Japan attacks China. In 1941 General Hideki Tōjō becomes prime minister and led the nation into war with the United States.

Analyzing GEOGRAPHY

- 1. Region** In which region of the world did a dictator first come to power, and when?
- 2. Human-Environment Interactions** What effect did Stalin's policies have on the Soviet Union?

Catholic Church, Mussolini—who took the title of *Il Duce*, or “The Leader”—embarked on an ambitious program of bringing order to Italy.

Stalin Takes Over the USSR

After the Russian Revolution, the Communist Party, led by **Vladimir Lenin**, established communist governments throughout the Russian Empire. In 1922 they renamed these territories the Union of Soviet Socialist Republics (USSR). The Communists instituted one-party rule, suppressed individual liberties, and punished opponents.

After Lenin died in 1924, a power struggle began between Leon Trotsky and **Joseph Stalin**. Born with the surname of Dzhughashvili, Stalin replaced his last name with the Russian word *stal*, meaning “steel.” Between 1902 and 1913, he had been imprisoned or exiled seven times, but he always escaped.

By 1926, Stalin had become the new Soviet dictator. He began a massive effort to industrialize his country, using Five-Year Plans. During the first two of these Five-Year Plans, from 1928 to 1937, steel production increased from 4 million to 18 million tons (3.628 to 16.326 million t). At the same time, however, industrial wages declined by 43 percent from 1928 to 1940. Family farms were combined and turned into **collectives**, or government-owned farms. Peasants who resisted by killing livestock or hoarding crops faced show trials or death from starvation. As many as 10 million peasants died in famines during 1932 and 1933.

Stalin tolerated no opposition, targeting not only political enemies but also artists and intellectuals. During the late 1930s, the USSR was a nation of internal terrorism, with public trials that featured forced confessions. A new constitution, passed in 1936, promised many freedoms but was never enforced.

Stalin also used concentration camps; by 1935 some 2 million people were in camps, most of which were located in the Arctic. Prisoners were used as slave labor. Between 8 and 10 million people died during Stalin's rule, which lasted until his death in 1953.

Hitler and Nazi Germany

Adolf Hitler was a fervent anticommunist and an admirer of Mussolini. A native Austrian, Hitler had fought for Germany in World War I. Germany's surrender and the subsequent Treaty of Versailles caused him and many other Germans to hate both the victorious Allies and the German government that had accepted the peace terms.

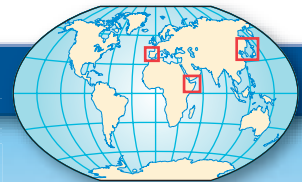
Postwar Germany's political and economic chaos led to the rise of new political parties. One of these was the National Socialist German Workers' Party, or the Nazi Party. The party was nationalistic and anticommunist, calling for Germany to expand its territory and not abide by the terms of the Treaty of Versailles. It also was anti-Semitic. Using the words *Socialist* and *Workers* in its name, the party

hoped to attract unhappy workers. Adolf Hitler was one of the party's first recruits.

In November 1923, the Nazis tried to seize power by marching on city hall in Munich, Germany. Hitler intended to seize power locally and then march on Berlin, the German capital, but the plan failed. The Nazi Party was banned for a time, and Hitler was arrested.

While in prison, Hitler wrote *Mein Kampf* ("My Struggle"), in which he called for the unification of all Germans under one government. He claimed that Germans, particularly blond, blue-eyed Germans, belonged to a "master race" called Aryans. He argued that Germans needed more space and called for Germany to expand east into Poland and Russia. According to Hitler, the Slavic peoples of eastern Europe belonged to an inferior race, which Germans should enslave. Hitler's racism was strongest, however, toward Jews. He believed that Jews were responsible for many of the world's problems, especially for Germany's defeat in World War I.

After his release, Hitler changed his tactics. Instead of trying to seize power violently, he focused on getting Nazis elected to the



War and Civil War in the 1930s

▼ Japanese officers targeted resource-rich Manchuria as the first goal in their drive to build an empire.



▲ Mussolini, the dictator of Italy, wanted to build a new Roman Empire in Africa. In 1935 the Italian army invaded Ethiopia, then known as Abyssinia. The emperor, Haile Selassie, went into exile.

Reichstag, the lower house of the German parliament. When the Great Depression struck Germany, many desperate Germans began to vote for radical parties, including the Nazis and Communists. By 1932, the Nazis were the largest party in the Reichstag. The following year, the German president appointed Hitler as chancellor, or prime minister.

After taking office, Hitler called for new elections. He then ordered the police to crack down on the Socialist and Communist Parties. Storm troopers, as the Nazi paramilitary units were called, began intimidating voters. After the election, the Reichstag, dominated by the Nazis and other right-wing parties, voted to give Hitler dictatorial powers. In 1934 Hitler became president, which gave him control of the army. He then gave himself the new title of Der Führer, or “The Leader.”

Militarists Control Japan

In Japan, as in Germany, difficult economic times helped undermine the political system. Japanese industries had to import nearly all of the resources they needed to produce goods.

During the 1920s Japan did not earn enough money from its exports to pay for its imports, which limited economic growth. When the Depression struck, other countries raised their tariffs. This made the situation even worse.

Many Japanese military officers blamed the country’s problems on corrupt politicians. Most officers believed that Japan was destined to **dominate** East Asia and saw democracy as “un-Japanese” and bad for the country.

Japanese military leaders and their civilian supporters argued that seizing territory was the only way Japan could get the resources it needed. In September 1931, the Japanese army invaded **Manchuria**, a resource-rich region of northern China. When the Japanese prime minister tried to stop the war by negotiating with China, officers assassinated him. From that point forward, the military controlled the country. Japan’s civilian government supported the nationalist policy of expanding the empire and appointed a military officer to serve as prime minister.

 **Reading Check** **Examining** How did postwar conditions contribute to the rise of dictatorships in Europe?

The Spanish Civil War, 1936–1939



In 1936 a civil war broke out in Spain when Fascist General Francisco Franco attempted a military coup. With aid from Hitler and Mussolini, Spain became a testing ground for new military ideas such as air strikes. On April 26, 1937, planes released 100,000 pounds of bombs, destroying 70% of Guernica, shown at left after the bombing. A mere 15 days after the bombing, the artist Pablo Picasso began painting Guernica (above).



Analyzing VISUALS

- 1. Comparing** In what way were the three wars shown on the map all a prelude to World War II?
- 2. Analyzing** How does Picasso show the terror of the Guernica bombing?

American Neutrality

MAIN Idea Most Americans did not want to get involved in another European war, despite Roosevelt's emphasis on internationalism.

HISTORY AND YOU Do you think the United States should become involved in the wars of other nations even when it is not under attack? Read to learn about American attitudes during the 1930s.

The rise of dictatorships and militarism discouraged many Americans. The sacrifices they had made during World War I seemed pointless. Once again, Americans began supporting isolationism and trying to avoid involvement in international conflicts.

The Nye Committee

Isolationist ideas became stronger in the early 1930s for two reasons. When the Depression began, many European nations found it difficult to repay money they had borrowed during World War I. In 1934 all of the debtor nations except Finland announced they would no longer repay their war debts.

Meanwhile, dozens of books and articles appeared arguing that arms manufacturers

had tricked the United States into entering World War I. In 1934 Senator Gerald P. Nye of North Dakota held hearings to investigate these allegations. The Nye Committee documented the huge profits that arms factories had made during the war. The report created the impression that these businesses influenced the decision to go to war. Coupled with the European refusal to repay their loans, the Nye Committee's findings turned even more Americans toward isolationism.

Legislating Neutrality

Italian and German aggression increased under Mussolini and Hitler. Worried that the actions of these nations might lead to war, Congress passed the **Neutrality Act of 1935**. This legislation—reflecting the belief that arms sales had helped bring the United States into World War I—made it illegal for Americans to sell arms to any country at war.

In 1936 a rebellion erupted in Spain after voters elected a coalition of Republicans, Socialists, and Communists. General Francisco Franco led the rebellion, backed by Spanish Fascists, army officers, landowners, and Catholic Church leaders. The revolt became a civil war and attracted

INFOGRAPHIC

The Neutrality Acts, 1935–1937

Causes

- Nye Senate Committee report suggesting that the American arms industry had pushed the nation into World War I for its own profit
- growing belief that America should have stayed out of World War I

The Neutrality Act of 1935

- mandatory embargo on selling or exporting arms, ammunition, or implements of war to nations at war
- discretionary travel restrictions
- set to expire after 6 months

Causes

- Italy's invasion of Ethiopia; FDR encourages a moral embargo against Italy, which he could not enforce

The Neutrality Act of 1936

- arms embargo with countries at war
- discretionary travel restriction
- ban on loans to nations fighting, but short-term credits exempt
- law exempted republics in the Americas

Causes

- Spanish Civil War
- sale of aviation parts to rebels in Spain, which FDR thought unpatriotic
- international alliances leading to the Axis Powers

The Neutrality Act of 1937

- arms embargo with nations at war
- travel ban on warring nations' ships
- trade with countries at war on a cash-and-carry basis if goods were not contraband or sent in foreign ships



▲ Republican Senator Gerald Nye headed the Senate Munitions Committee, whose findings convinced many that arms makers were “merchants of death” and that the United States should remain neutral.

Analyzing VISUALS

1. **Analyzing** What impact did the Nye Committee's findings have on public opinion?
2. **Evaluating** Why did so many Americans support neutrality?

worldwide attention. Congress passed a second neutrality act, banning the sale of arms to either side in a civil war.

Shortly after the Spanish Civil War began, Hitler and Mussolini pledged to cooperate on several international issues. Mussolini termed this new relationship the Rome-Berlin Axis. The following month, Japan aligned itself with Germany and Italy when it signed the Anti-Comintern Pact with Germany. The pact required the two countries to exchange information about communist groups. Together, Germany, Italy, and Japan became known as the **Axis Powers**, although they did not formally become military allies until September 1940.

With tensions in Europe worsening, Congress passed the Neutrality Act of 1937. This act not only continued the ban on selling arms to warring nations, but also required them to buy all nonmilitary supplies from the United States on a “cash-and-carry” basis. Countries at war had to send their own ships to the United States to pick up the goods, and they had to pay cash. Loans were not allowed. Isolationists knew that attacks on American ships carrying supplies to Europe had helped bring the country into World War I. They wanted to prevent such attacks from involving the nation in another European war.

Roosevelt’s Internationalism

When he took office in 1933, President Roosevelt knew that ending the Great Depression was his first priority. He was not, however, an isolationist. He supported **internationalism**, the idea that trade between nations creates prosperity and helps prevent war. Internationalists also believed that the United States should try to preserve peace in the world. Roosevelt warned that the neutrality acts “might drag us into war instead of keeping us out,” but he did not veto the bills.


In July 1937, Japanese forces in Manchuria launched a full-scale attack on China. Roosevelt decided to help the Chinese. Because neither China nor Japan had actually declared war, Roosevelt claimed the Neutrality Act of 1937 did not apply, and he authorized the sale of weapons to China. He warned that the nation should not stand by and let an “epidemic of lawlessness” infect the world:

PRIMARY SOURCE

“When an epidemic of physical disease starts to spread, the community . . . joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease. . . . War is a contagion, whether it be declared or undeclared. . . . There is no escape through mere isolation or neutrality. . . .”

—quoted in *Freedom From Fear*

Despite his words, Americans were still not willing to risk another war. “It is a terrible thing,” the president said, “to look over your shoulder when you are trying to lead—and find no one there.”

 **Evaluating** Why did many Americans support isolationism?

Section 1 REVIEW

Vocabulary

1. Explain the significance of: Benito Mussolini, fascism, Vladimir Lenin, Joseph Stalin, collectives, Adolf Hitler, Manchuria, Neutrality Act of 1935, Axis Powers, internationalism.

Main Ideas

- 2. Identifying** Which nations did dictators govern during the years after World War I?
- 3. Analyzing** What events caused Roosevelt to become more of an internationalist?

Critical Thinking

- 4. Big Ideas** Why did antidemocratic governments rise to power in postwar Europe and Asia?
- 5. Organizing** Use a graphic organizer similar to the one below to compare the governments opposed to democracy in Europe and Asia.

Country	Dictator	Ideology

- 6. Analyzing Visuals** Look at the photograph on page 685 of *Guernica* after it was destroyed. How might both isolationists and internationalists have used the image to win support for their cause?

Writing About History

- 7. Persuasive Writing** Write a newspaper editorial supporting either isolationism or internationalism after World War I. Include reasons that support your ideas and that help convince others to embrace your position.



Study Central To review this section, go to glencoe.com and click on Study Central.

Section 2

World War II Begins

Guide to Reading

Big Ideas

Trade, War, and Migration World War II officially began with the Nazi invasion of Poland and the French and British declarations of war on Germany in September 1939.

Content Vocabulary

- appeasement (p. 689)
- blitzkrieg (p. 690)

Academic Vocabulary

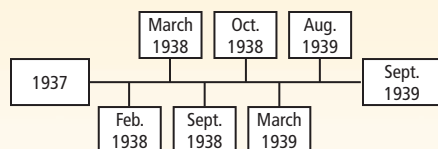
- violation (p. 688)
- regime (p. 688)
- concentrate (p. 690)
- transport (p. 693)

People and Events to Identify

- *Anschluss* (p. 688)
- Munich Conference (p. 689)
- Maginot Line (p. 690)
- Winston Churchill (p. 693)
- Battle of Britain (p. 693)

Reading Strategy

Sequencing As you read about the events leading up to World War II, record them by completing a time line similar to the one below.



The shadow of World War I loomed large in the minds of European leaders in the late 1930s.

Although Nazi Germany appeared increasingly aggressive, Britain and France wanted to avoid another bloody conflict. Efforts to negotiate peaceful agreements with Nazi Germany ultimately would fail.

Path to War

MAIN Idea European nations tried to prevent war by giving in to Adolf Hitler's demands.

HISTORY AND YOU Do you remember reading how Europe was divided after World War I? Read to learn how German demands for more territory started World War II.

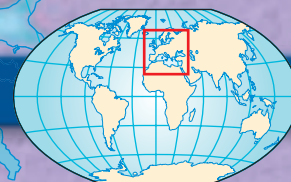
In 1935 Hitler began to defy the Treaty of Versailles that had ended World War I. He announced that Germany would build a new air force and begin a military draft that would greatly expand its army—actions in direct **violation** of the treaty. Rather than enforce the treaty by going to war, European leaders tried to negotiate with Hitler. At the time, the Nazi **regime** was weaker than it later would become. If European leaders had responded more aggressively, could war have been avoided? Historians still debate this question today.

Europe's leaders had several reasons for believing—or wanting to believe—that a deal could be reached with Hitler and that war could be avoided. First, they wanted to avoid a repeat of the bloodshed of World War I. Second, some thought most of Hitler's demands were reasonable, including his demand that all German-speaking regions be united. Third, many people assumed that the Nazis would be more interested in peace once they gained more territory.

The Austrian *Anschluss*

In late 1937 Hitler again called for the unification of all German-speaking people, including those in Austria and Czechoslovakia. He believed that Germany could expand its territory only by “resort[ing] to force with its attendant risks.”

In February 1938 Hitler threatened to invade German-speaking Austria unless Austrian Nazis were given important government posts. Austria's chancellor gave in to this demand, but then tried to put the matter of unification with Germany to a democratic vote. Fearing the outcome, Hitler sent troops into Austria in March and announced the **Anschluss**, or unification, of Austria and Germany.



0 200 kilometers
0 200 miles
Lambert Azimuthal
Equal-Area projection



▲ At Munich in 1938, Britain's Neville Chamberlain (left) Mussolini (second from left), and Hitler (right) reached a deal that prevented war but required Czechoslovakia to give up the Sudetenland (brown area on the Czech border above) to Germany. Six months later, Germany occupied all of Czechoslovakia.

Analyzing GEOGRAPHY

- Region** Why do you think Hitler's first military action was in the Rhineland?
- Region** Why might Hitler have welcomed a nonaggression pact with the Soviets?

Maps in Motion See StudentWorks™ Plus or glencoe.com.

The Munich Crisis

Hitler next announced German claims to the Sudetenland, an area of Czechoslovakia with a large German-speaking population. The Czechs strongly resisted Germany's demands for the Sudetenland. France threatened to fight if Germany attacked Czechoslovakia, and the Soviet Union also promised aid. Prime Minister Neville Chamberlain pledged Britain's support to France, its ally.

Representatives of Britain, France, Italy, and Germany agreed to meet in Munich to decide Czechoslovakia's fate. At the **Munich**

Conference, on September 29, 1938, Britain and France agreed to Hitler's demands, a policy that came to be known as **appeasement**. In other words, they made concessions in exchange for peace. Supporters of appeasement believed that Hitler had a few limited demands. They felt that if they gave him what he wanted, they could avoid war. Czechoslovakia was told to give up the Sudetenland or fight Germany on its own. When Chamberlain returned home, he promised "a peace with honor . . . peace in our time," but he also began to speed up British rearmament—in case appeasement failed.

Appeasement did fail to preserve the fragile peace. In March 1939 Germany sent troops into Czechoslovakia and divided the country. Slovakia became independent in name, but it was actually under German control. The Czech lands became a German protectorate.

Hitler Demands Danzig

A month after the Munich Conference, Hitler demanded that the city of Danzig be returned to German control. Although Danzig was more than 90 percent German, it had been part of Poland since World War I. Hitler also requested a highway and railroad across the Polish Corridor, an area that separated western Germany from the German state of East Prussia.

Hitler's new demands convinced Britain and France that war was inevitable. On March 31, 1939, Britain announced that if Poland went to war to defend its territory, Britain and France would come to its aid. This declaration encouraged Poland to refuse Hitler's demands. In May 1939, Hitler ordered the German army to prepare to invade Poland. He also ordered his foreign minister to begin negotiations with the USSR. If Germany was going to fight Britain and France, Hitler did not want to have to fight the Soviets, too.

The Nazi-Soviet Pact

When German officials proposed a nonaggression treaty to the Soviets, Stalin agreed. He believed the best way to protect the USSR was to turn the capitalist nations against each other. If the treaty worked, Germany would go to war against Britain and France, and the USSR would be safe.

The nonaggression pact, signed by Germany and the USSR on August 23, 1939, shocked the world. Communism and Nazism were supposed to be totally opposed to each other. Leaders in Britain and France understood, however, that Hitler had made the deal to free himself for war against their countries and Poland. They did not know that the treaty also contained a secret deal to divide Poland between Germany and the Soviet Union.

 **Identifying** What regions did Hitler take or demand in the lead-up to the war?

The War Begins

MAIN Idea After Poland and France fell to the Nazis, the British evacuated thousands of trapped troops from Dunkirk.

HISTORY AND YOU Can you think of a contemporary situation in which people acted heroically to save others in danger? Read to learn about the heroism of civilians and soldiers in World War II.

On September 1, 1939, Germany invaded Poland. Two days later, Britain and France declared war on Germany. World War II had begun.

Poland bravely resisted Germany's onslaught, but its army was outdated. The Polish army rode horses and carried lances against German tanks. In addition, the Germans used a new type of warfare called **blitzkrieg**, or "lightning war." Blitzkrieg used large numbers of massed tanks to break through and rapidly encircle enemy positions. To support the tanks, waves of aircraft bombed enemy positions and dropped paratroopers to cut their supply lines. The Polish army could not repel the attack. Warsaw, the Polish capital, fell to the Germans on September 27. By October 5, 1939, the Germans had defeated the Polish military.

The Fall of France

In contrast to the war in Poland, western Europe remained eerily quiet. The Germans referred to this situation as the *sitzkrieg*, or "sitting war." The British called it the "Bore War," while American newspapers nicknamed it the "Phony War." The British had sent troops to France, and both countries remained on the defensive, waiting for the Germans to attack.

After World War I, the French had built a line of concrete bunkers and fortifications called the **Maginot Line** along the German border. Rather than risk their troops by attacking, the French preferred to wait behind the Maginot Line for the Germans to approach. This decision proved to be disastrous for two reasons. First, it allowed Germany to **concentrate** on Poland first before turning west to face the British and French. Second, Hitler decided to go around the Maginot Line, which protected France's border with Germany but not France's border with Belgium.

To get around the Maginot Line, the Germans would have to invade the Netherlands, Belgium, and Luxembourg first—which is exactly what they did. On May 10, Hitler launched a new blitzkrieg. While German troops parachuted into the Netherlands, an army of tanks rolled into Belgium and Luxembourg.

The British and French had expected the German attack. As soon as it began, British and French forces raced north into Belgium. This was a mistake. Instead of sending their tanks through the open countryside of central Belgium, the Germans sent their main force through the Ardennes Mountains of Luxembourg and eastern Belgium. The French did not think that large numbers of tanks could move through the mountains, and had left

only a few troops to defend that part of the border. The Germans easily smashed through the French lines, then turned west across northern France to the English Channel. The British and French armies were still in Belgium and could not move back into France quickly enough. They were now trapped in Belgium.

The Miracle at Dunkirk

After trapping the Allied forces in Belgium, the Germans began to drive them toward the English Channel. The only hope for Britain and France was to evacuate their surviving troops by sea, but the Germans had captured all but one port, Dunkirk, in northern France near the Belgian border.

TECHNOLOGY & HISTORY

Blitzkrieg In 1939 Germany unleashed blitzkrieg—lightning war—on Europe. Blitzkrieg combined several technologies—aircraft, tanks, parachutes, and radios—to produce a highly mobile, fast-moving army that could coordinate multiple attacks, break through lines, and rapidly encircle enemy positions.



- ▲ German tanks rolled into Poland in 1939, ahead of the infantry, which followed to end any resistance. The bombers supported the swift-moving tanks from the air. The armored tanks, known as Panzers, often moved so rapidly that they had to wait for the infantry to catch up.



- ◀ A superior air force led to Germany's defeat of western Europe by summer 1940. The aircraft could drop paratroopers behind enemy lines as well as bomb targets.

Analyzing VISUALS

- 1. Drawing Conclusions** What do you observe about the advance of the Panzer tanks in the photo on the left?
- 2. Evaluating** What dangers do you think the paratroopers in the center photo may have faced?

As German forces closed in on Dunkirk, Hitler suddenly ordered them to stop. No one is sure why he gave this order. Historians know that Hitler was nervous about risking his tank forces, and he wanted to wait until more infantry arrived. Hermann Goering, the head of the German air force, also assured Hitler that aircraft alone could destroy the trapped soldiers. There is also some evidence that Hitler thought that the British would be more willing to accept peace if the Germans did not humiliate them by destroying their forces at Dunkirk.

Whatever Hitler's reasons, his order provided a three-day delay. This gave the British time to strengthen their lines and begin the evacuation. Some 850 ships of all sizes—from navy warships to small sailboats operated by civilian volunteers—headed to Dunkirk from England, many of them making the 48-mile trip multiple times. French, Dutch, and Belgian ships joined British ones in "Operation Dynamo." The British had hoped to rescue about 45,000 troops. Instead, when the evacu-

ation ended on June 4, an estimated 338,000 British and French troops had been saved. This became known as the "Miracle at Dunkirk."

The evacuation had its price, however. Almost all of the British army's equipment remained at Dunkirk—90,000 rifles, 7,000 tons of ammunition, and 120,000 vehicles. If Hitler invaded Britain, it would be almost impossible to stop him from conquering the country.

Three weeks later, on June 22, 1940, Hitler accepted the French surrender in the same railway car in which the Germans had surrendered at the end of World War I. Germany now occupied much of northern France and its Atlantic coastline. To govern the rest of France, Germany installed a puppet government at the town of Vichy and made Marshal Philippe Pétain the new government's figurehead leader. Pétain predicted that Britain "will have her neck wrung like a chicken."

Reading Check **Explaining** By what means did Hitler overtake both Poland and France?

PRIMARY SOURCE

The Battle of Britain, 1940



During the Battle of Britain, bombs fell around London's St. Paul's Cathedral, a famous architectural treasure as well as a place of worship. Some of the subways no longer ran but were converted to air-raid shelters where people could sleep.

PRIMARY SOURCE

"Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail, we shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. . . ."



▲ Winston Churchill wears a thumbs-up pin on his lapel.

—Winston Churchill, Speech to Parliament, June 4, 1940

DBQ

Document-Based Questions

- Identifying Points of View** What effect does Churchill suggest the fall of other European states will have on Britain?
- Analyzing Primary Sources** What does Churchill expect to grow as the Allied forces fight the Nazis?
- Hypothesizing** What effect do you think Churchill's words had on those who heard or read the speech?

Britain Remains Defiant

MAIN Idea Despite the bombing of London and other major cities, Britain's Winston Churchill stood firm against the threat of Nazi invasion.

HISTORY AND YOU Think of a time when the odds were against you. How did you react? Read about British resolve when faced with Nazi air raids.

Neither Pétain nor Hitler anticipated the bravery of the British people or the spirit of their leader, **Winston Churchill**, who had replaced Neville Chamberlain as prime minister. Hitler expected Britain to negotiate peace after France surrendered, but on June 4, 1940, Churchill delivered a defiant speech in Parliament, vowing that Britain would never surrender. The speech was intended to rally the British people and to alert the isolationist United States to Britain's plight.

Realizing Britain would not surrender, Hitler ordered his commanders to prepare to invade. Getting across the English Channel, however, posed a major challenge. Germany had few **transport** ships, and the British air force would sink them if they tried to land troops in England. To invade, therefore, Germany first had to defeat the British Royal Air Force.

In June 1940, the German air force, called the *Luftwaffe*, began to attack British shipping in the English Channel. Then, in mid-August, the *Luftwaffe* launched an all-out air battle to destroy the Royal Air Force. This air battle, which lasted into the fall of 1940, became known as the **Battle of Britain**.

On August 23, German bombers accidentally bombed London, the British capital. This attack on civilians enraged the British, who responded by bombing Berlin the following night. For the first time in the war, bombs fell on the German capital. Infuriated, Hitler ordered the *Luftwaffe* to stop its attacks on British military targets and to concentrate on bombing London.

Hitler's goal was to terrorize the British people into surrendering. The British endured, however, taking refuge in cellars and subway stations whenever German bombers appeared.

Although the Royal Air Force was greatly outnumbered, the British had one major advantage. They had developed a new technology called radar. Using radar stations placed along their coast, the British were able to detect incoming German aircraft and direct British fighters to intercept them.

Day after day, the British fighters inflicted more losses on the Germans than they suffered. During the long battle, Germany lost 1,733 aircraft while the British lost 915 fighter planes, along with 449 pilots. The skill of more than 2,000 British and 500 foreign pilots—including many Poles, Canadians, Frenchmen, and a few Americans—successfully thwarted Hitler's plan to invade Britain. These pilots flew as often as five times a day. Praising them, Churchill told Parliament, "Never in the field of human conflict was so much owed by so many to so few." On October 12, 1940, Hitler canceled the invasion of Britain.

Reading Check **Evaluating** How was Britain able to resist Hitler and the Nazis?

Section 2 REVIEW

Vocabulary

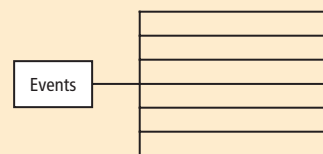
1. **Explain** the significance of: *Anschluss*, Munich Conference, appeasement, blitzkrieg, Maginot Line, Winston Churchill, Battle of Britain.

Main Ideas

2. **Explaining** Why did Europe's leaders first try to deal with Hitler through appeasement?
3. **Analyzing** Why was the decision to leave French forces behind the Maginot Line disastrous for Europe?
4. **Summarizing** In what ways did Winston Churchill prove to be an effective leader for Britain as the war began?

Critical Thinking

5. **Big Ideas** What was the new type of warfare used by Germany against Poland? Explain the technique.
6. **Organizing** Use a graphic organizer similar to the one below to list early events of the war in Poland and western Europe.



7. **Analyzing Visuals** Look again at the photograph on page 689. What do you observe about the participants at the Munich Conference?

Writing About History

8. **Expository Writing** Choose one dramatic incident from the beginnings of World War II and write a news story explaining what happened.



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Section 3

The Holocaust

Guide to Reading

Big Ideas

Group Action The Nazis believed Jews to be subhuman. They steadily increased their persecution of Jews and eventually set up death camps and tried to kill all the Jews in Europe.

Content Vocabulary

- concentration camp (p. 698)
- extermination camp (p. 698)

Academic Vocabulary

- prohibit (p. 694)
- assume (p. 696)
- virtually (p. 699)

People and Events to Identify

- Shoah (p. 694)
- Nuremberg Laws (p. 694)
- Gestapo (p. 696)
- Wannsee Conference (p. 698)

Reading Strategy

Organizing As you read about the Holocaust, complete a graphic organizer similar to the one below by listing examples of Nazi persecution of European Jews.

Examples of Persecution

Nazis first acted upon their racist ideology when they imposed restrictions on Jews and stripped them of basic rights. Eventually, Nazi Germany created concentration camps and systematically attempted to kill all European Jews and others whom they regarded as inferior.

Nazi Persecution of the Jews

MAIN Idea Nazi laws stripped Jews of citizenship and all fundamental rights; immigration restrictions in other countries made leaving Germany difficult.

HISTORY AND YOU Do you know anyone who came to the United States as a refugee? Read how Jewish refugees were turned away in the late 1930s.

During the Holocaust, the Nazis killed nearly 6 million European Jews. The Nazis also killed millions of people from other groups they considered inferior. The Hebrew term for the Holocaust is *Shoah*, meaning “catastrophe,” but it is often used specifically to refer to the Nazi campaign to exterminate the Jews during World War II.

The Nuremberg Laws

Although the Nazis persecuted anyone who dared oppose them, as well as the disabled, Gypsies, homosexuals, and Slavic peoples, they reserved their strongest hatred for the Jews. This loathing went far beyond the European anti-Semitism that was common at the time. Over the centuries, people who were prejudiced against Jews had discriminated against them in many ways. For example, Jews had sometimes been segregated in ghettos or **prohibited** from owning land.

After the Nazis took power, they quickly moved to deprive German Jews of many established rights. In September 1935, the **Nuremberg Laws** took citizenship away from Jewish Germans and banned marriage between Jews and other Germans. Two months later, another decree defined a Jew as a person with at least one Jewish grandparent and barred Jews from holding public office or voting. Another law compelled Jews with German-sounding names to adopt “Jewish” names. Soon the passports of Jews were marked with a red J to identify them as Jewish.

By the summer of 1936, at least half of Germany’s Jews were jobless, having lost the right to work as civil servants, journalists, farmers, teachers, and actors. In 1938 the Nazis also banned Jews from practicing law and medicine and from operating businesses. With no source of income, life became very difficult.

PRIMARY SOURCE

The Persecution Begins, 1935–1938

▼ Nazi stormtroopers place warning signs encouraging a boycott on Jewish-owned businesses in 1933.



▲ On Kristallnacht, November 7, 1938, roaming bands of Nazi storm troopers destroyed Jewish property and terrorized Jewish families across the Third Reich.

Analyzing VISUALS

- Hypothesizing** What effect do you think the signs might have had on the woman in the photograph on the left?
- Making Connections** How do you think publication of the photograph of the synagogue would have affected world opinion toward the Nazis?

Despite worsening conditions, many Jews chose to remain in Germany during the early years of Nazi rule. Well integrated into German society before this time, they were reluctant to leave and give up the lives they had built there. Many also thought that conditions would surely improve after a time. In fact, conditions soon became worse.

Kristallnacht

On November 7, 1938, a young Jewish refugee named Herschel Grynszpan shot and killed a German diplomat in Paris. Grynszpan's father and 10,000 other Jews had been deported from Germany to Poland, and the distraught young man was seeking revenge for this act and for the persecution of the Jews in general.

In retaliation, an infuriated Hitler ordered his minister of propaganda, Joseph Goebbels,

to stage attacks against the Jews that would seem like a spontaneous popular reaction to news of the murder. On the night of November 9, this plan played out in a spree of destruction. In Vienna, a Jewish child named Frederick Morton watched in terror that night as Nazi storm troopers broke into his family's apartment:

PRIMARY SOURCE

"They yanked out every drawer in every one of our chests and cupboards, and tossed each in the air. They let the cutlery jangle across the floor, the clothes scatter, and stepped over the mess to fling the next drawer. . . . 'We might be back,' the leader said. On the way out he threw our mother-of-pearl ashtray over his shoulder, like confetti. We did not speak or move or breathe until we heard their boots against the pavement."

—quoted in *Facing History and Ourselves*

The anti-Jewish violence that erupted throughout Germany and Austria that night came to be called *Kristallnacht*, or “night of broken glass,” because broken glass littered the streets afterward. By the following morning, more than 90 Jews were dead, hundreds were badly injured, and thousands more were terrorized. The Nazis had forbidden police to interfere while bands of thugs destroyed 7,500 Jewish businesses and wrecked more than 180 synagogues.

The lawlessness of *Kristallnacht* persisted. Following that night of violence, the **Gestapo**, the government’s secret police, arrested at least 20,000 wealthy Jews, releasing them only if they agreed to emigrate and surrender all their possessions. The state also confiscated insurance payments owed to Jewish owners of ruined businesses.

Jewish Refugees Try to Flee

Kristallnacht and its aftermath marked a significant escalation of Nazi persecution against the Jews. Many Jews, including Frederick Morton’s family, decided that it was time to leave and fled to the United States. Between 1933, when Hitler took power, and the start of

World War II in 1939, some 350,000 Jews escaped Nazi-controlled Germany. These emigrants included prominent scientists, such as Albert Einstein, and business owners like Otto Frank, who resettled his family in Amsterdam in 1933. Otto’s daughter Anne kept a diary of her family’s life in hiding after the Nazis overran the Netherlands. The “secret annex,” as she called their hiding place, has become a museum.

Limits on Jewish Immigration By 1938, one American consulate in Germany had a backlog of more than 100,000 visa applications from Jews trying to leave for the United States. Following the Nazi *Anschluss*, some 3,000 Austrian Jews applied for American visas each day. Many never received visas to the United States or to the other countries where they applied. As a result, millions of Jews remained trapped in Nazi-dominated Europe.

Several factors limited Jewish immigration to the United States. Nazi orders prohibited Jews from taking more than about four dollars out of Germany. American immigration law, however, forbade granting a visa to anyone “likely to become a public charge.” Customs officials tended to **assume** that this description

PRIMARY SOURCE

The Holocaust

▼ After World War II broke out, the Nazis methodically deprived Jews of their rights, confining many to overcrowded ghettos. After weeks of fierce resistance, Jews in the Warsaw ghetto in Poland (below) were rounded up for deportation to concentration camps in May 1943.



▲ By 1943, the Nazis had started to implement their plans to exterminate the Jews. The system of ghettos was abandoned in favor of herding men, women, and children onto cattle cars for transport to death camps.

applied to Jews, because Germany had forced them to leave behind any wealth. High unemployment rates in the 1930s also made immigration unpopular. Few Americans wanted to raise immigration quotas, even to accommodate European refugees. Others did not want to admit Jews because they held anti-Semitic attitudes. The existing immigration policy allowed only 150,000 immigrants annually, with a fixed quota from each country. The law permitted no exceptions for refugees or victims of persecution.

International Response At an international conference on refugees in 1938, several European countries, the United States, and Latin America stated their regret that they could not take in more of Germany's Jews without raising their immigration quotas. Meanwhile, Nazi propaganda chief Joseph Goebbels announced that "if there is any country that believes it has not enough Jews, I shall gladly turn over to it all our Jews." Hitler also declared himself "ready to put all these criminals at the disposal of these countries . . . even on luxury ships."

As war loomed in 1939, many ships departed from Germany crammed with Jews desperate

to escape. Some of their visas, however, had been forged or sold illegally, and Mexico, Paraguay, Argentina, and Costa Rica all denied access to Jews with such documents. So, too, did the United States.

The St. Louis Affair On May 27, 1939, the SS *St. Louis* entered the harbor in Havana, Cuba, with 930 Jewish refugees on board. Most of these passengers hoped to go to the United States eventually, but they had certificates improperly issued by Cuba's director of immigration giving them permission to land in Cuba. When the ships arrived in Havana, the Cuban government revoked the certificates and refused to let the refugees come ashore. For several days, the ship's captain steered his ship in circles off the coast of Florida, awaiting official permission to dock at an American port. Denied permission, the ship turned back toward Europe. The passengers finally disembarked in France, Holland, Belgium, and Great Britain. Within two years, the first three of these countries fell under Nazi domination. Many of the refugees brought to these countries perished in the Nazis' "final solution."

Reading Check Analyzing Why did many Jews stay in Germany despite being persecuted?



In 1944 Elie Wiesel was taken to a concentration camp. In the excerpt below, he describes his wait during a move from one camp to another in 1944:

PRIMARY SOURCE

"The snow fell thickly. We were forbidden to sit down or even to move. The snow began to form a thick layer over our blankets. They brought us bread—the usual ration. We threw ourselves upon it. Someone had the idea of appeasing his thirst by eating the snow. Soon the others were imitating him. As we were not allowed to bend down, everyone took out his spoon and ate the accumulated snow off his neighbor's back. A mouthful of bread and a spoonful of snow. The SS [guards] who were watching laughed at the spectacle."

—Elie Wiesel, *Night*



▲ When the war ended, Allied troops managed to liberate the few surviving inmates of the death camps—many of whom were too shocked to believe they were being freed.

DBQ Document-Based Questions

- Explaining** How did the prisoners in Weisel's account try to quench their thirst?
- Describing** How did the guards react?

The Final Solution

MAIN Idea Nazi atrocities included sending millions of Jews, Gypsies, Slavs, the disabled, and others to concentration camps and extermination camps.

HISTORY AND YOU Can you think of a conflict today where violence is motivated by ethnic or religious hatred? Read to learn how prejudice led to mass murder in Nazi Germany.

On January 20, 1942, Nazi leaders met at the **Wannsee Conference** to determine the “final solution of the Jewish question.” Previous “solutions” had included rounding up Jews, Gypsies, Slavs, and others from conquered areas, shooting them, and piling them

into mass graves. Another method forced Jews and other “undesirables” into trucks and then piped in exhaust fumes to kill them. These methods, however, had proven too slow and inefficient for the Nazis.

At Wannsee, the Nazis made plans to round up Jews from the vast areas of Nazi-controlled Europe and take them to detention centers known as **concentration camps**. There, healthy individuals would work as slave laborers until they dropped dead of exhaustion, disease, or malnutrition. Most others, including the elderly, the infirm, and young children, would be sent to **extermination camps**, attached to many of the concentration camps, to be executed in massive gas chambers.



The Holocaust, 1939–1945



0 400 kilometers
0 400 miles
Lambert Azimuthal Equal-Area projection

Jewish Losses, 1939–1945

Baltic States	228,000
Belgium	40,000
Bulgaria	14,000
Byelorussian SSR	245,000
Czechoslovakia	155,000
Denmark	500
France	90,000
Germany and Austria	210,000
Greece	54,000
Hungary	450,000
Italy	8,000
Netherlands	195,000
Poland	3,000,000
Romania	300,000
Russian SSR	107,000
Ukrainian SSR	900,000
Yugoslavia	26,000

- Concentration camp
- Extermination camp
- Location of Einsatzgruppen
- International boundary, January 1938



◀ A survivor of the Buchenwald camp drinks water outside the camp barracks, April 1945

Analyzing GEOGRAPHY

- Place** Where were most of the extermination camps located?
- Region** Which nations had the three highest number of Jewish losses?



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Concentration Camps

The Nazis had established their first concentration camps in 1933 to jail political opponents. After the war began, the Nazis built concentration camps throughout Europe.

Buchenwald, one of the largest concentration camps, was built near the town of Weimar in Germany in 1937. During its operation, more than 200,000 prisoners worked 12-hour shifts as slave laborers in nearby factories. Although Buchenwald had no gas chambers, hundreds of prisoners died there every month from exhaustion and horrible living conditions.

Leon Bass, a young American soldier, saw Buchenwald at the end of the war. A room built to hold 50 people had housed more than 150, with bunk beds built almost to the ceiling. Bass recalled:

PRIMARY SOURCE

"I looked at a bottom bunk and there I saw one man. He was too weak to get up; he could just barely turn his head. He was skin and bones. He looked like a skeleton; and his eyes were deep set. He didn't utter a sound; he just looked at me with those eyes, and they still haunt me today."

—quoted in *Facing History and Ourselves*

Extermination Camps

After the Wannsee Conference, the Nazis built extermination facilities in a number of the concentration camps, mostly in Poland, to kill Jews more efficiently. At these camps, including the infamous Treblinka and Auschwitz, Jews were the Nazis' main victims. Auschwitz alone housed about 100,000 people in 300 prison barracks. Its gas chambers, built to kill 2,000 people at a time, sometimes gassed 12,000 people in a day. Of the estimated 1,600,000 people who died at Auschwitz, about 1,300,000 were Jews. The other 300,000 were Poles, Soviet prisoners of war, and Gypsies.

Upon arrival at Auschwitz, healthy prisoners were selected for slave labor. Elderly or disabled people, the sick, and mothers and children went immediately to the gas chambers, after which their bodies were burned in giant crematoriums.

In only a few years, Jewish culture, which had existed in Europe for over 1,000 years, had been **virtually** obliterated by the Nazis in the lands they conquered. Despite exhaustive debate, there is still great controversy about why and how an event so horrifying as the Holocaust could have occurred. No consensus has been reached, but most historians point to a number of factors: the German people's sense of injury after World War I; severe economic problems; Hitler's control over the German nation; the lack of a strong tradition of representative government in Germany; German fear of Hitler's secret police; and a long history of anti-Jewish prejudice and discrimination in Europe.

 **Summarizing** How did Hitler try to exterminate Europe's Jewish population?

Section 3 REVIEW

Vocabulary

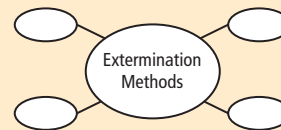
1. **Explain** the significance of: *Shoah*, Nuremberg Laws, Gestapo, Wannsee Conference, concentration camp, extermination camp.

Main Ideas

2. **Listing** What early steps did Germany take in persecution of Jewish people?
3. **Analyzing** What was the purpose of the Wannsee Conference?

Critical Thinking

4. **Big Ideas** Do you think the German people or other nations could have prevented the Holocaust? Why or why not?
5. **Organizing** Use a graphic organizer similar to the one below to list the methods the Nazis used to try to destroy the Jewish population.



6. **Analyzing Visuals** Study the photos on pages 695–696. How do the images show the destruction of Jewish life?

Writing About History

7. **Persuasive Writing** Imagine that you are living in the United States during the 1930s. You believe that more Jewish immigrants should be allowed to come into the country. Write a letter to your representative or senator in Congress to express your point of view.

History  **ONLINE**

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ANALYZING PRIMARY SOURCES

The Holocaust

As the Allies liberated areas from German control in the spring of 1945, they discovered horrifying scenes in Nazi concentration camps. The Nazi regime had systematically murdered six million Jews and killed another six million Poles, Slavs, Gypsies, homosexuals, communists, and mentally disabled persons. Photographs of the newly liberated camps shocked the American public, although the Roosevelt administration and the State Department had evidence of the death camps as early as 1942.

Study these primary sources and answer the questions that follow.

PRIMARY SOURCE 1

Eyewitness Account

"[There] were two barracks: the men stood on one side, the women on the other. They were addressed in a very polite and friendly way: 'You have been on a journey. You are dirty. You will take a bath. Get undressed quickly.' Towels and soap were handed out, and then suddenly the brutes woke up and showed their true faces: this horde of people, these men and women were driven outside with hard blows and forced both summer and winters to go the few hundred metres to the 'Shower Room.' Above the entry door was the word 'Shower'. One could even see shower heads on the ceiling which were cemented in but never had water flowing through them.

These poor innocents were crammed together, pressed against each other. Then panic broke out, for at last they realized the fate in store for them. But blows with rifle butts and revolver shots soon restored order and finally they all entered the death chamber. The doors were shut and, ten minutes later, the temperature was high enough to facilitate the condensation of the hydrogen cyanide for the condemned were gassed with hydrogen cyanide. This was the so-called 'Zyklon B' . . . which was used by the German barbarians. . . . One could hear fearful screams, but a few moments later there was complete silence."

—André Lettich, Jewish prisoner assigned to remove bodies from the gas chambers at Birkenau from *Nazism 1919–1945, Volume 3: Foreign Policy, War and Racial Extermination—A Documentary Reader*

PRIMARY SOURCE 2

Photograph, 1945

▼ *Newly liberated survivors at Dachau concentration camp, May 4, 1945*



PRIMARY SOURCE 3

Nazi Decree, 1941

- I (1) Jews over six years of age are prohibited from appearing in public without wearing a Jewish star.
- (2) The Jewish star is a yellow piece of cloth with a black border, in the form of a six-pointed star the size of the palm of the hand. The inscription reads "JEW" in black letters. It shall be worn visibly, sewn on the left chest side of the garment.
- II Jews are forbidden:
 - (a) to leave their area of residence without written permission of the local police, carried on their person.
 - (b) to wear medals, decorations or other insignia.

—Nazi decree issued September 1, 1941 from *Nazism 1919–1945, Volume 3: Foreign Policy, War and Racial Extermination—A Documentary Reader*

PRIMARY SOURCE 4

American Soldier's Diary, 1945

"One thousand Weimar citizens toured the Buchenwald camp in groups of 100. They saw blackened skeletons and skulls in the ovens of the crematorium. In the yard outside, they saw a heap of white human ashes and bones. . . .

The living actually looked worse than the dead. Those who lived wore striped uniforms, with the stripes running up and down. Those who were dead were stripped of their clothing and lay naked, many stacked like cordwood waiting to be burned in the crematory. At one time, 5,000 had been stacked on the vacant lot next to the crematory.

Often . . . the SS wished to make an example of someone in killing him. They hung him on the lot adjacent to the crematory, and all the three sections of the camp witnessed the sight—some 30,000 prisoners. They used what I call hay hooks, catching him under the chin and the other in the back of his neck. He hung in this manner until he died."

—diary of Captain Luther D. Fletcher, from *World War II: From the Battle Front to the Home Front*

PRIMARY SOURCE 5

Photograph, April 17, 1945



◀ American soldiers force German civilians to view bodies after the liberation of the Buchenwald concentration camp.

DBQ

Document-Based Questions

- Speculating** How do you suppose soldiers could participate in such barbaric acts?
- Analyzing Visuals** What does the appearance of these survivors tell you about conditions in the camps?
- Drawing Conclusions** What purpose did the restrictions listed in Source 3 serve?
- Drawing Conclusions** Study Sources 5 and 6. How do you think American troops reacted to the horrifying scenes they found in the concentration camps? Why do you think American troops made Germans tour the liberated concentration camps?
- Analyzing Visuals** Study the painting in Source 6. What symbols does the artist use to illustrate the fate of those too weak to work?

PRIMARY SOURCE 6

Painting

Unable to Work, by Auschwitz survivor David Olère



Section 4

America Enters the War

Guide to Reading

Big Ideas

Government and Society After World War II began, the United States attempted to continue its prewar policy of neutrality.

Content Vocabulary

- hemispheric defense zone (p. 704)
- strategic materials (p. 706)

Academic Vocabulary

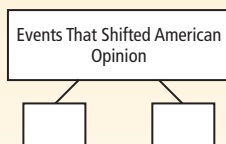
- revise (p. 702)
- purchase (p. 702)
- underestimate (p. 707)

People and Events to Identify

- America First Committee (p. 703)
- Lend-Lease Act (p. 704)
- Atlantic Charter (p. 705)

Reading Strategy

Organizing As you read about America's efforts to stay neutral, complete a graphic organizer similar to the one below by naming events that shifted American opinion toward helping the Allies.



As World War II began, the United States remained officially neutral but aided Great Britain considerably in its fight against Germany. In the Pacific, Japan's territorial expansion led to growing tensions with the United States, which peaked when Japan attacked Pearl Harbor.

FDR Supports England

MAIN Idea Roosevelt favored changes in American neutrality laws, although Americans remained divided about the war and American involvement.

HISTORY AND YOU Have you ever been drawn into an argument when you just wanted to be left alone? Read about the increasing difficulty that the United States faced in trying to stay out of World War II.

President Roosevelt officially proclaimed the United States neutral two days after Britain and France declared war on Germany. Despite this proclamation, however, he was determined to help the two countries as much as possible in their struggle against Hitler.

Destroyers-for-Bases Deal

Soon after the war began, Roosevelt called Congress into a special session to **revise** the neutrality laws. He asked Congress to eliminate the ban on arms sales to nations at war. Public opinion strongly supported the president. Congress passed the new law, but isolationists demanded a price for the revision. Under the Neutrality Act of 1939, warring nations could buy weapons from the United States only on a "cash-and-carry" basis. This law was similar to the 1937 Neutrality Act governing the sale of nonmilitary items to countries that were at war.

In the spring of 1940, the United States faced its first test in remaining neutral. In May, Prime Minister Winston Churchill asked Roosevelt to transfer old American destroyers to Britain, which had lost nearly half its destroyers. To protect its cargo ships from German submarines and to block any German attempt to invade Britain, the nation needed more destroyers.

Determined to give Churchill the destroyers, Roosevelt used a loophole in the neutrality act that required cash for **purchases**. In exchange for the right to build American bases on British-controlled Newfoundland, Bermuda, and islands in the Caribbean, Roosevelt sent 50 old American destroyers to Britain. Because the deal did not involve an actual sale, the neutrality act did not apply.

Should America Stay Neutral in World War II?



▲ This 1939 cartoon shows Uncle Sam standing guard over democracy, whose only refuge is America.



▲ Nazi bullets whiz past Uncle Sam and his isolationist policies.

Analyzing VISUALS

DBQ

- Analyzing Visuals** According to the cartoon at left, what message is Europe sending to Uncle Sam?
- Analyzing Visuals** What do you observe about Uncle Sam's perch in the cartoon above?

The Isolationist Debate

Widespread acceptance of the destroyers-for-bases deal reflected a change in public opinion. By July 1940, most Americans favored offering limited aid to the Allies. That spirit was hardly unanimous, however. In fact, people who wanted greater American involvement in the war and those who felt that the United States should remain neutral began debating the issue in the spring of 1940.

At one extreme was the Fight for Freedom Committee, a group that urged the repeal of all neutrality laws and stronger action against Germany. At the other extreme was the **America First Committee**. It was a staunchly isolationist group opposed to any American intervention or aid to the Allies. The committee's members included aviator Charles Lindbergh and Senator Gerald Nye.

Closer to the center, the Committee to Defend America by Aiding the Allies, which journalist William Allen White headed, pressed

for increased American aid to the Allies but opposed armed intervention.

The heated neutrality debate took place during the 1940 presidential election campaign. For months, Americans had wondered whether President Roosevelt would follow the tradition George Washington had set and retire after a second term. With the United States in a precarious position, however, many believed a change of leaders might not be in the country's best interest. Roosevelt decided to run for an unprecedented third term.

During the campaign, FDR steered a careful course between neutrality and intervention. The Republican nominee, Wendell Willkie, did the same, promising he too would assist the Allies but stay out of the war. The voters reelected Roosevelt by a wide margin, preferring to keep a president they knew during this crisis period.



Identifying Identify different groups and their positions on U.S. neutrality in the late 1930s.

Edging Toward War

MAIN Idea In 1940 and 1941, the United States took more steps to provide aid to Great Britain.

HISTORY AND YOU What kinds of aid does America provide other countries today? Why? Read why FDR thought it was important to “lend” Britain some help.

Read
“The Four
Freedoms” on page
R53 in **Documents
in American History.**

With the election over, Roosevelt expanded the nation’s role in the war. Britain was fighting for democracy, he said, and the United States had to help. Speaking to Congress, he listed the “Four Freedoms” for which both the United States and Britain stood: freedom of speech, freedom of worship, freedom from want, and freedom from fear.

The Lend-Lease Act

By December 1940, Great Britain had run out of funds to wage its war against Germany. Roosevelt came up with a way to remove the cash requirement of the most recent neutrality act. He proposed the **Lend-Lease Act**, which allowed the United States to lend or lease arms to any country considered “vital to the defense of the United States.” The act allowed Roosevelt to send weapons to Britain if the British government promised to return or pay rent for them after the war.

Roosevelt warned that, if Britain fell, an “unholy alliance” of Germany, Japan, and Italy would keep trying to conquer the world. The president argued that the United States should become the “great arsenal of democracy” to keep the British fighting and make it unnecessary for Americans to go to war.

The America First Committee disagreed, but Congress passed the Lend-Lease Act by a wide margin. By the time the program ended, the United States had “lent” more than \$40 billion in weapons, vehicles, and other supplies to the Allied war effort.

While shipments of supplies to Britain began at once, lend-lease aid eventually went to the Soviet Union, as well. In June 1941, violating the Nazi-Soviet pact, Hitler invaded the Soviet Union. Although Churchill detested communism and considered Stalin a harsh dictator, he vowed that any person or state “who fights against Nazism will have our aid.” Roosevelt, too, supported this policy.

A Hemispheric Defense Zone

Congressional approval of the Lend-Lease Act did not solve the problem of getting American arms and supplies to Britain. German submarines patrolling the Atlantic Ocean were sinking hundreds of thousands of tons of shipments each month; the British Navy did not have enough ships to stop them.

Because the United States was still technically neutral, Roosevelt could not order the U.S. Navy to protect British cargo ships. Instead, he developed the idea of a **hemispheric defense zone**. Roosevelt declared that the entire western half of the Atlantic was part of the Western Hemisphere and, therefore, neutral. He then ordered the U.S. Navy to patrol the western Atlantic and reveal the location of German submarines to the British.

The Atlantic Charter

In August 1941, Roosevelt and Churchill met on board American and British warships anchored near Newfoundland. During these meetings, the two men agreed on the text of

PRIMARY SOURCE

Aiding Britain, 1939–1941



The Four Freedoms

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which . . . will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.”

—Address to Congress, January 6, 1941

the **Atlantic Charter**. This agreement committed both nations to a postwar world of democracy, nonaggression, free trade, economic advancement, and freedom of the seas. By late September, an additional 15 anti-Axis nations had signed the charter. Churchill later said that FDR pledged to “force an ‘incident’ . . . which would justify him in opening hostilities” with Germany.

An incident quickly presented itself. In early September, a German submarine, or U-boat, fired on an American destroyer that had been radioing the U-boat’s position to the British. Roosevelt promptly responded by ordering American ships to follow a “shoot-on-sight” policy toward German submarines.

The Germans escalated hostilities the following month, targeting two American destroyers. One of them, the *Reuben James*, sank after being torpedoed, killing 115 sailors. As the end of 1941 drew near, Germany and the United States continued a tense standoff.

Reading Check **Evaluating** How did the Lend-Lease Act help the Allied war effort?

Japan Attacks

MAIN Idea The Japanese attack on Pearl Harbor led the United States to declare war on Japan.

HISTORY AND YOU Do you remember how the United States acquired territory in the Pacific? Read about the threats to American interests as Japan expanded its empire.

Despite the growing tensions in the Atlantic, the Japanese attack on Pearl Harbor finally brought the United States into World War II. Ironically, Roosevelt’s efforts to help Britain fight Germany resulted in Japan’s decision to attack the United States.

America Embargoes Japan

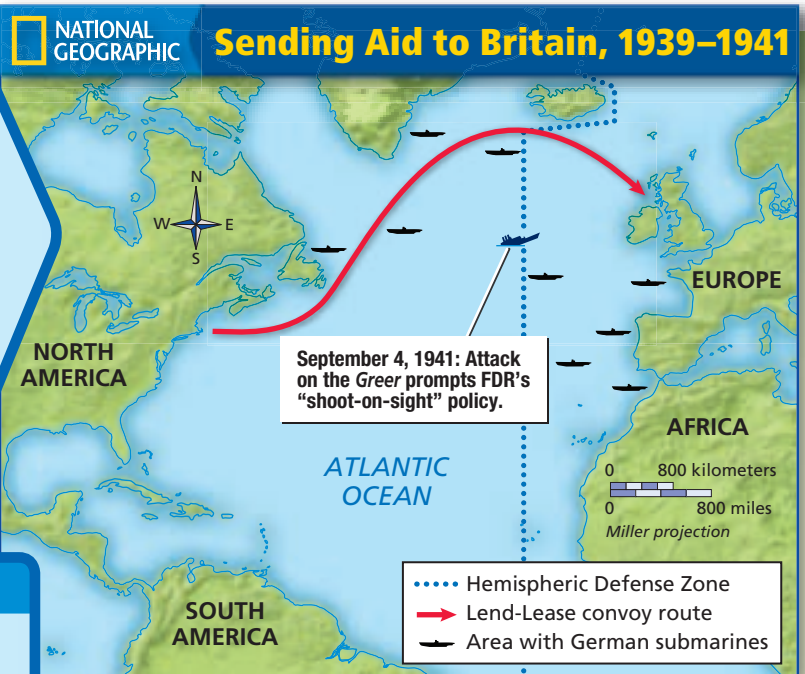
Roosevelt knew that Britain needed much of its navy in Asia to protect its territories there from Japanese attack. As German submarines sank British ships in the Atlantic, however, the British began moving warships from Southeast Asia, leaving India and other colonial possessions vulnerable.

How Did FDR Help Britain While the U.S. Remained Neutral?

- Neutrality Act of 1939 allowed warring nations to buy weapons from the United States if they paid cash and transported arms on their own ships
- Destroyers-for-bases provided old American destroyers in exchange for the right to build U.S. defense bases in British-controlled Bermuda, Caribbean Islands, and Newfoundland
- Lend-Lease Act permitted U.S. to lend or lease arms to any country “vital to the defense of the United States”
- Hemispheric defense zone established the entire western half of the Atlantic as part of the Western Hemisphere and, therefore, neutral

What Did the Atlantic Charter Declare?

1. The U.S. and Britain do not seek to expand their territories.
2. Neither seeks territorial changes against the wishes of the people involved.
3. Both respect people’s right to select their own government.
4. All nations should have access to trade and raw materials.
5. Improved labor standards and economic advances are vital.
6. Both nations hope people will be free from want and fear.
7. Everyone should be able to freely travel the high seas.
8. All nations must abandon the use of force; disarmament is necessary after the war.



DBQ Document-Based Questions

1. **Drawing Conclusions** Why do you think it was important to begin the Atlantic Charter with the first three points?
2. **Analyzing Primary Sources** How does the Atlantic Charter echo FDR’s Four Freedoms speech?

Turning Point

Japan Attacks Pearl Harbor

Pearl Harbor was an important turning point because it not only brought the United States into the war but also decisively marked an end to U.S. isolationism. After the war ended, the nation did not withdraw from its role in international affairs, as it had done following World War I. Involvement in the war signaled the beginning of a global role for the United States that has continued to the present day. With the decision to support the United Nations and efforts to rebuild Europe, the nation became actively involved in international events.

HYPOTHESIZING Do you believe the United States would have entered the war regardless of the attack on Pearl Harbor? Support your ideas with reasons.



▲ Rescue boats approach the burning USS West Virginia and USS Tennessee, which were hit by enemy fire on December 7, 1941. In the photo to the right, President Roosevelt addresses Congress the following day.



◀ Although ideas to create a memorial of Pearl Harbor were put forth as early as 1946, not until 1958 did President Eisenhower sign the bill that authorized this memorial, a bridge built over the sunken USS Arizona. The completed memorial was dedicated in 1962.

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on Pearl Harbor.

History ONLINE
Student Skill Activity To learn how to create multimedia presentations, visit glencoe.com and complete the skill activity.

To hinder Japanese aggression, Roosevelt began applying economic pressure. Japan depended on the United States for many key materials, including scrap iron, steel, and especially oil. At that time, the United States supplied roughly 80 percent of Japan's oil. In July 1940 Congress gave the president the power to restrict the sale of **strategic materials** (materials important for fighting a war). Roosevelt immediately blocked the sale of airplane fuel and scrap iron to Japan. Furious, the Japanese signed an alliance with Germany and Italy, becoming a member of the Axis.

In 1941 Roosevelt began sending lend-lease aid to China. Japan, which had invaded China in 1937, controlled much of the Chinese coast by 1941. Roosevelt hoped that lend-lease aid would enable the Chinese to tie down the Japanese and prevent them from attacking elsewhere. The strategy failed. By July 1941,

Japan had sent military forces into southern Indochina, posing a direct threat to the British Empire.

Roosevelt responded. He froze all Japanese assets in the United States, reduced the amount of oil being shipped to Japan, and sent General Douglas MacArthur to the Philippines to build up American defenses there.

Roosevelt made it clear that the oil embargo would end only if Japan withdrew from Indochina and made peace with China. With its war against China in jeopardy because of a lack of oil and other resources, the Japanese military planned to attack the resource-rich British and Dutch colonies in Southeast Asia. They also decided to seize the Philippines and to attack the American fleet at Pearl Harbor. While the Japanese prepared for war, negotiations with the Americans continued, but neither side would back down. In late November

1941, six Japanese aircraft carriers, two battleships, and several other warships set out for Hawaii.

Japan Attacks Pearl Harbor

The Japanese government appeared to be continuing negotiations with the United States in good faith. American intelligence, however, had decoded Japanese communications that made it clear that Japan was preparing to go to war against the United States.

On November 27, American commanders at the Pearl Harbor naval base received a war warning from Washington, but it did not mention Hawaii as a possible target. Because of the great distance from Japan to Hawaii, officials doubted that Japan would attempt such a long-range attack.

The U.S. military's inability to correctly interpret the information they were receiving left Pearl Harbor an open target. The result was devastating. Japan's surprise attack on December 7, 1941, sank or damaged eight battleships, three cruisers, four destroyers, and six other vessels. The attack also destroyed 188 airplanes and killed 2,403 Americans. Another 1,178 were injured.

That night, a gray-faced Roosevelt met with his cabinet, telling them the country faced the most serious crisis since the Civil War. The next day, he asked Congress to declare war:

PRIMARY SOURCE

"Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by the naval and air forces of Japan . . . No matter how long it may take us . . . the American people in their righteous might will win through to absolute victory."


—quoted in *Franklin D. Roosevelt:
A Rendezvous with Destiny*

The Senate voted 82 to 0 and the House 388 to 1 to declare war on Japan.

Germany Declares War

Although Japan and Germany were allies, Hitler was not bound to declare war against the United States. The terms of the alliance specified that Germany had to come to Japan's aid only if Japan was attacked, not if it attacked another country. Hitler had grown frustrated with the American navy's attacks on German submarines, however, and he believed the time had come to declare war.

Hitler greatly **underestimated** the strength of the United States. He expected the Japanese to easily defeat the Americans in the Pacific. By helping Japan, he hoped for Japanese support against the Soviet Union after they had defeated the Americans. On December 11, Germany and Italy both declared war on the United States.

 **Examining** Why did military officials not expect an attack on Pearl Harbor?

Section 4 REVIEW

Vocabulary

1. **Explain** the significance of: America First Committee, Lend-Lease Act, hemispheric defense zone, Atlantic Charter, strategic materials.

Main Ideas

2. **Analyzing** What early efforts did Roosevelt make to help the British?
3. **Explaining** What was the hemispheric defense zone? Why was it developed?
4. **Summarizing** Why was the United States unprepared for Japan's attack on Pearl Harbor?

Critical Thinking

5. **Big Ideas** After Roosevelt's efforts to help Britain, some people accused him of being a dictator. Do you agree or disagree with this label? Explain your answer.
6. **Organizing** Use a graphic organizer similar to the one below to show how Roosevelt helped Britain while remaining officially neutral.



7. **Analyzing Visuals** Study the images on page 703. Then create a multimedia presentation that traces the Japanese attack on Pearl Harbor.

Writing About History

8. **Expository Writing** Write a letter to the editor of your newspaper explaining why you think the United States should either remain neutral or become involved in World War II.



Study Central To review this section, go to glencoe.com and click on Study Central.

Chapter 20 VISUAL SUMMARY



You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from glencoe.com.

Causes of the Rise of Dictators

Italy

- Mussolini's Fascist Party believed in the supreme power of the state.
- In 1922 Mussolini threatened to march on Rome; the king appointed Mussolini as the premier.

Germany

- Hitler's Nazi Party believed in an all-powerful state, territorial expansion, and ethnic purity.
- Hitler believed that Germans needed more living space and called for Germany to expand east into Poland and Russia.
- Germany invaded Poland in 1939, France in 1940, and the USSR in 1941.

Japan

- Military leaders pushed for territorial expansion.
- Japan attacked Manchuria in 1931.
- Japan invaded China in 1937.
- Japan attacked Pearl Harbor in 1941.



▲ German tanks move down a highway near Soissons, France in May 1940.



▲ These survivors of Buchenwald, liberated in 1945, show the horrifying conditions under which they lived.

Effects

Holocaust

- During the Holocaust, the Nazis killed an estimated 6 million Jews.
- Jews were targeted and sent to concentration or extermination camps throughout Europe.

World War II

- Leaders of France and Britain tried to appease Hitler by allowing territorial growth.
- Britain and France declared war on Germany following the invasion of Poland.
- The United States sent aid to the Allied forces through the lend-lease program and cash-and-carry provision.
- France was defeated by the Nazis, who occupied the country in 1940.
- The United States declared war on Japan in 1941, after the bombing of Pearl Harbor.

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

Look at each question to find clues to support your answer. Try not to get confused by the wording of the question. Then look for an answer that best fits the question.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- What type of government considered the nation more important than the individual?
 - dictatorship
 - monarchy
 - fascism
 - democracy
- What did Hitler call Germany's quick air strikes?
 - blitzkrieg
 - Kristallnacht*
 - Anschluss*
 - gestapo
- What were the Nuremberg Laws?
 - regulations passed by Congress that explained when the United States could go to war against Germany
 - regulations passed by Congress that restricted the number of Jewish immigrants allowed into the U.S.
 - regulations passed by the United Nations that outlawed World War II
 - regulations passed by Germany that deprived German Jews of certain rights such as citizenship
- _____, such as oil, steel, and iron supplies, were used by the United States to put pressure on Japan.
 - Rationed items
 - Strategic materials
 - Lend-Lease goods
 - Cash-and-carry materials

Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

Section 1 (pp. 682–687)

- Which factor encouraged an American policy of neutrality during the 1930s?
 - disillusionment with World War I and its results
 - decline in the military readiness of other nations
 - repeal of Prohibition
 - economic prosperity of the period
- In the 1930s the United States responded to the rise of fascism in Europe by
 - invading Germany and Italy.
 - forming military alliances.
 - passing a series of neutrality laws.
 - joining the League of Nations.

Section 2 (pp. 688–693)

- What refers to the German annexation of Austria?
 - Kristallnacht*
 - Anschluss*
 - Munich Conference
 - Nazi-Soviet Nonaggression Pact
- When France fell to the Nazis, the French and British evacuated thousands of troops from
 - Dunkirk.
 - Danzig.
 - Buchenwald.
 - Poland.

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
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GO ON 

Chapter 20

Section 3 (pp. 694–699)

9. Concentration camps and extermination camps were part of what Nazis called
- A justice for all.
 - B the “final solution.”
 - C population control.
 - D the last straw.

Section 4 (pp. 702–707)

10. In 1939 the immediate response of the United States to the start of World War II in Europe was to
- A modify its neutrality policy by providing aid to the Allies.
 - B declare war on Germany and Italy.
 - C strengthen its isolationist position by ending trade with Britain.
 - D send troops to the Allied nations to act as advisers.
11. What was one step that America took to aid Great Britain?
- A hemispheric defense zone
 - B America First Committee
 - C Wannsee Conference
 - D Munich Conference
12. Why did the United States enter the war in 1941?
- A blitzkrieg over Poland
 - B bombing of Pearl Harbor
 - C embargo on Japan
 - D sinking of the *Lusitania*

Critical Thinking

Directions: Choose the best answers to the following questions.

13. When Roosevelt signed the Lend-Lease Act, he said America must become the “arsenal of democracy” in order to
- A end the Depression.
 - C remain neutral.
 - B help the Axis Powers.
 - D help Britain.

Base your answers to questions 14 and 15 on the map below and on your knowledge of Chapter 20.



14. In which two countries were most of the concentration and extermination camps located?
- A Germany and France
 - B Germany and Poland
 - C Germany and the Soviet Union
 - D Germany and Austria
15. What can you conclude about the extent of the Nazis' concentration and extermination camps?
- A The Nazis constructed camps in every European country.
 - B The Nazis constructed camps in countries that Germany conquered.
 - C The Nazis constructed camps in Britain.
 - D The Nazis constructed camps in the Soviet Union.

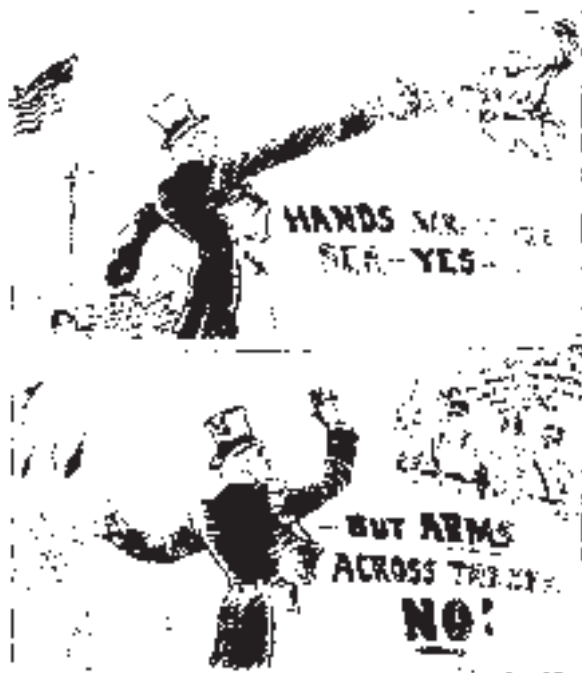
Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
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GO ON

16. Why were the British able to prevent the Germans from invading their country?
- A The United States joined the Allied forces.
 - B Germany could not penetrate the Maginot Line.
 - C France defeated Germany and pushed them back into Belgium.
 - D Britain had developed radar stations to detect German aircraft.

Analyze the cartoon and answer the question that follows. Base your answer on the cartoon and on your knowledge of Chapter 20.



17. According to the cartoon, in what way did the United States assist these nations?
- A They sent troops to help make the world safe for democracy.
 - B Many Americans were willing to help the British but did not want to sell them arms.
 - C Many Americans did not want to help the British fight the Germans.
 - D The United States sold arms to Britain and France.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

Daniel Inouye earned a Medal of Honor for his service in World War II and later became a United States senator. In 1941, however, he was a teenager living in Hawaii. This is his account of Pearl Harbor:

"As soon as I finished brushing my teeth and pulled on my trousers, I automatically clicked on the little radio that stood on the shelf above my bed. I remember that I was buttoning my shirt and looking out the window . . . when the hum of the warming set gave way to a frenzied voice. 'This is no test,' the voice cried out. 'Pearl Harbor is being bombed by the Japanese!'"

[The family ran outside to look toward the naval base at Pearl Harbor.]

"And then we saw the planes. They came zooming up out of that sea of gray smoke, flying north toward where we stood and climbing into the bluest part of the sky, and they came in twos and threes, in neat formations, and if it hadn't been for that red ball on their wings, the rising sun of the Japanese Empire, you could easily believe that they were Americans, flying over in precise military salute."

—quoted in *Eyewitness to America*

18. How did Daniel find out about the attack on Pearl Harbor?
19. What made him certain that the planes were Japanese, not American?

Extended Response

20. Could the Holocaust have been avoided if the Allies had intervened? Write an essay that takes a position and defends it. Your essay should include an introduction, several paragraphs, and a conclusion. Use relevant facts and details to support your conclusion.

STOP

History  **ONLINE**

For additional test practice, use Self-Check Quizzes—Chapter 20 at glencoe.com.

Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20
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